

# Childminder Report

**Inspection date**

27 April 2016

Previous inspection date

17 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- The quality of the provision is not yet good. The childminder does not use the information gained from her observations or assessments to effectively plan suitably challenging activities.
- The childminder does not closely monitor children's achievements in order to ensure they make good progress in their learning and development.
- The childminder does not seek enough detailed information about what children already know and can do when they first start.
- The procedures for self-evaluation are not robust enough to identify and address all weaknesses in practice.

### **It has the following strengths**

- The childminder is kind and caring. She is a good role model. Children are taught to respect others, use good manners, take turns and share resources. They are happy and well behaved.
- Parents comment positively about the care the childminder provides for their children. They receive regular updates about their children's care and the activities they have been involved in.
- Children's safety is promoted well. The premises are safe and secure. The childminder completes risk assessments to help minimise hazards in the home and on outings.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

### Due Date

- |   |                   |
|---|-------------------|
| <ul style="list-style-type: none"> <li>■ use information gained from observations and assessments of children's learning more effectively, to identify next steps in learning and plan suitably challenging learning experiences for children of all ages.</li> </ul> | <p>24/06/2016</p> |
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**To further improve the quality of the early years provision the provider should:**

- monitor children's progress more closely in order to identify any gaps in their learning
- seek more detailed information from parents about what children already know and can do when they first start, in order to help plan even more precisely from the very beginning
- develop the systems for self-evaluation in order to identify priorities and put plans in place for targeted improvement.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and childminder jointly evaluated an activity.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adults in the household.
- The inspector took account of the views of parents through discussion and written comments.

## Inspector

Dawn Robinson

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. The childminder has a satisfactory knowledge of the signs and symptoms of abuse and the procedure for reporting concerns about a child in her care. She attends statutory training, such as first aid and safeguarding. The childminder holds a level 3 qualification. She regularly attends meetings and training with other childminders. However, she does not use this knowledge effectively to improve her practice. The childminder has not addressed all the actions and recommendations from her previous inspection. The system for self-evaluation is poor and does not clearly identify any weaknesses or gaps in her knowledge. As a result, the childminder does not target areas to develop and support continuous improvements. Information is shared with other early years settings the children attend.

### **Quality of teaching, learning and assessment requires improvement**

The childminder frequently observes children. However, she does not accurately identify their next steps in learning. The quality of teaching is inconsistent. Children choose their own activities from a basic range of resources. The childminder does not provide sufficient opportunities to challenge and extend children's learning. However, she demonstrates some understanding of how children learn. She talks clearly to them and repeats words to support correct pronunciation. The childminder asks children to name the colours of the crayons and count objects in a book. She sits with them on the floor as they build with bricks. The childminder supports the children to interact with each other by naming parts of their body. Children create a person out of bricks by adding arms and legs and finding a brick with eyes for its face. They use their imagination during role play, pretending a teddy is their baby and caring for it appropriately. Children enjoy making marks as they paint and draw. This helps to support their early literacy skills.

### **Personal development, behaviour and welfare require improvement**

The outdoor environment is equipped with a range of toys which enables children to be physically active. However, opportunities to develop other areas of learning outside are limited. The childminder takes children out to local amenities. For example, they visit the library and park. This helps the children to develop their social skills and find out about the world we live in. Children enjoy playing with the role play kitchen. They demonstrate a reasonable understanding of basic hygiene as they pretend to wash their hands before having something to eat.

### **Outcomes for children require improvement**

Children are settled and form secure emotional bonds with the childminder and each other. They develop their independence in preparation for their next stage in learning. For example, children choose their own activities and resources to play with and learn to put on their own shoes. Children make some progress in their learning and development. However, the childminder does not effectively monitor children's progress to ensure any areas of weakness are effectively identified and addressed.

## Setting details

<b>Unique reference number</b>	209584
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1036900
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 October 2012
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Cheadle, Staffordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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